World Health Organization

Version 2.1

ICOPE

INTEGRATED CARE FOR OLDER PEOPLE

Training of trainers

© WHO / Mukhsin Abidzhanov

© WHO 2026. Some rights reserved. This work is available under the CC BY-NC-SA 3.0 IGO licence.

Learning objectives

By the end of this module, you will be able to:

- Assess training needs effectively
- Describe how SMART goals can be applied to organize a training programme
- Recognize the importance of diverse instructional styles and a structured approach
- Identify key components for setting the stage during the training introduction
- Explain effective techniques for delivering information
- Utilize techniques for summarizing key points and gathering feedback
- Discuss program evaluation and maintain open communication for improvement

Training needs assessment

Define what the training must address and what it must achieve.

- What are the current challenges in applying the ICOPE approach?
- What outcomes should the training achieve?
- What's the gap between current practice and integrated care standards?
- What are the root causes of this gap?
- Which skills are needed to close the gap?
- What knowledge is essential for success?
- How can we make the training engaging and practical?

Photo by Billy Albert on Unsplash

Training needs assessment

Start by understanding your trainees.

The different specifications of the trainees are:

- professional profile
- experience
- educational status
- background knowledge on the training subject (i.e., ICOPE, healthy ageing)
- previous relevant training.

Photo by Billy Albert on Unsplash

Training programme preparation and planning

4-6 weeks before the training	2 weeks before the training	1 week before the training
• Develop a structured training program and agenda. • Select participants according to predetermined criteria. • Secure facilities and arrange logistics. • Communicate the objectives and develop an understanding of older persons' health needs and local health care services.	• Compile the programme agenda and support materials (digital or printed). • Prepare logistic note for participants. • Verify the availability of necessary equipment, including projector, microphone, PowerPoint presentations.	• Confirm attendance of those invited to the opening session. • Confirm participants' attendance. • Verify venue, accommodation and catering arrangements. • Check the meeting room/facility.

World Health Organization

ICOPE
INTEGRATED CARE FOR OLDER PEOPLE

Setting goal and objectives

Goal: Describe the desired state to be achieved after completing the training.

Objectives: Outline the measurable outcomes that participants should achieve by the end of the training.

Ensure that objectives are **SMART**:

Development of a syllabus

A syllabus is a document that details all the decisions taken regarding the organization of a training course. It serves as a reference for decisions made across all the phases of the course, from its design and development to its conduction and finalization.

The syllabus should contain the following sections:

- background and rationale
- course duration (start and end times)
- number of expected trainees
- venue
- training goals and objectives
- language of instruction
- training methods (e.g., lectures, discussions, groups, role-playing)
- materials overview
- trainee selection criteria
- certification conditions.

Developing a training agenda

When developing the training agenda, consider the following aspects:

- Assign a clear title to each session.
- Include the trainer's name for every session and activity.
- Arrange sessions in a logical, coherent sequence.
- Allocate practical and theoretical training hours appropriately.
- Set realistic durations for daily training and individual sessions.
- Define practical training times and plan any field visits.
- Schedule and categorize breaks (e.g., coffee, lunch, group photo, prayer time).
- Avoid planning sessions on official holidays.

World Health Organization

ICOPE
INTEGRATED CARE FOR OLDER PEOPLE

Premises, equipment and visual aids

Optimize space: Ensure ample room(s) for group activities, refreshments and accessible toilets.

Room setup: Arrange the training space to suit the session. Use small tables instead of rows for seating and position them to encourage interaction.

Equipment check: Verify the availability of essential equipment, such as flipcharts for brainstorming, and ensure that all necessary supplies are in place.

Visual tools: Utilize Post-Its and posters for quick group communication, using varied colours and concise statements.

Material distribution: Supply participants with relevant modules and required materials or copies.

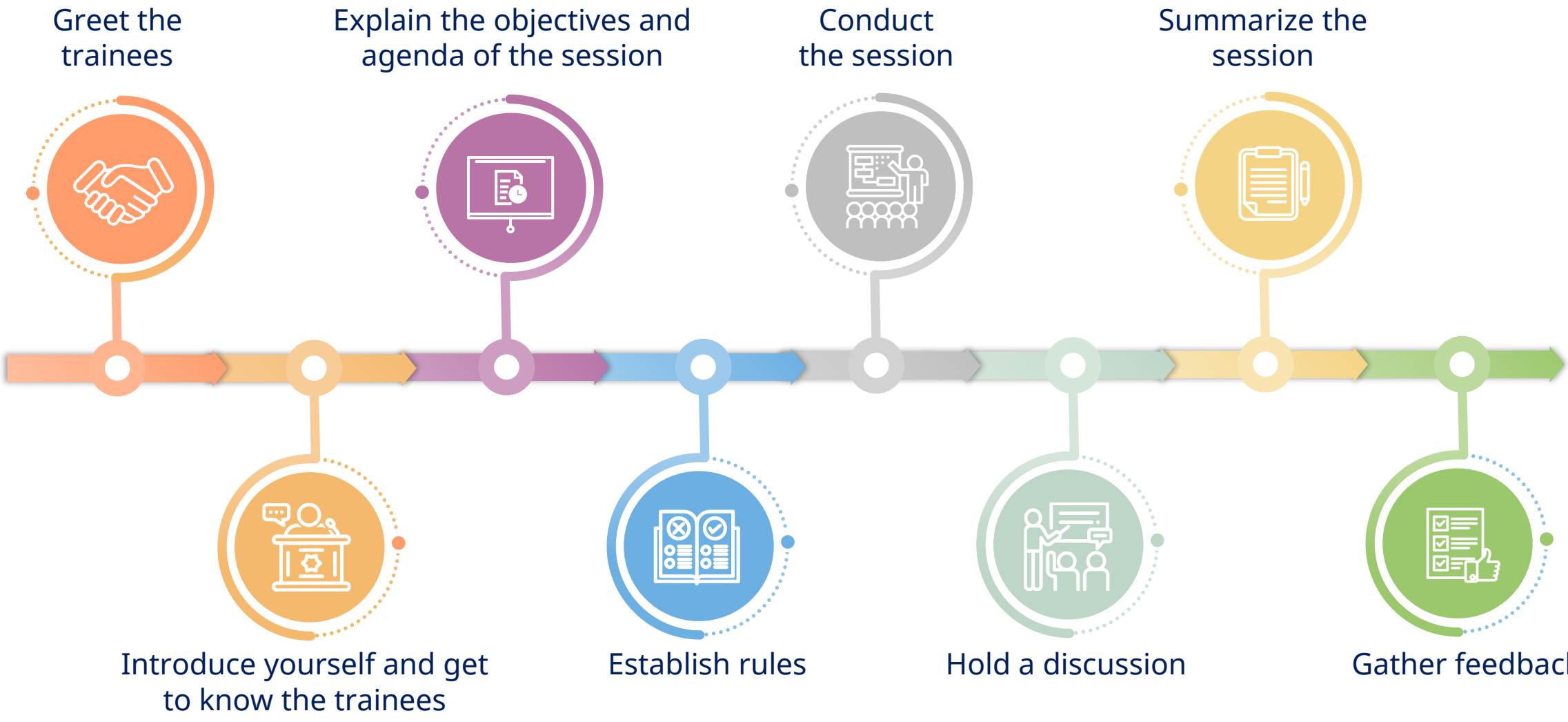
Presentation tools: If using slides, ensure the availability of a projector; otherwise, print the slides for distribution, optimizing paper usage by fitting multiple slides per page.

© WHO

World Health Organization

ICOPE
INTEGRATED CARE FOR OLDER PEOPLE

Flow of the training session



World Health Organization

ICOPE
INTEGRATED CARE FOR OLDER PEOPLE

Dos and don’ts for facilitators

Dos

- Be familiar with the session plan and the materials.
- Ensure that the site is timely ready for the training.
- Pay attention to non-verbal communication.
- Maintain a friendly and supportive environment.
- Call participants by their name as much as possible.
- Speak clearly and loudly.
- Spend enough time to answer all queries.
- Give simple and clear Instructions to participants.
- Ensure clear visualization of the presentations or demonstrations.
- Encourage participants' interaction and involvement.
- Strictly adhere to the session plan and contents.

Don'ts

- Avoid making negative comments about any participant.
- Do not be shy, nervous, or worried during the sessions.
- Avoid one-way teaching without any interaction.
- Do not ignore participants' queries.
- Avoid making presentations without facing trainees or maintaining eye contact.
- Avoid using teaching aids and materials other than those planned/prescribed.
- Avoid rushing through any of the sessions.
- Do not stand in one place.

World Health Organization

ICOPE
INTEGRATED CARE FOR OLDER PEOPLE

Mixed methods of training

Key considerations for adopting mixed methods of training include:

- A combination of lecture-based and interactive training is the most effective teaching method.
- Providing training materials alongside the programme enhances its effectiveness.
- There is no one-size-fits-all approach to effectively training health and social care workers.

World Health Organization

ICOPE
INTEGRATED CARE FOR OLDER PEOPLE

Content components of the modules

Introductory

Set the stage

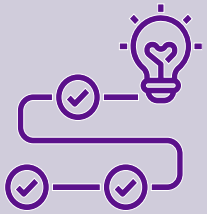
Input

Delivery of information

Participatory

Interactive component

Conclusion



Repeat take home messages

World Health Organization

ICOPE
INTEGRATED CARE FOR OLDER PEOPLE

Introductory component

The opening session sets the stage for the module, sharing its overall aim and characteristics.

1. **Clarify the purpose ("Why are we here?")**
   Trainees should understand the relevance of the topic to their roles and responsibilities.

2. **Check background knowledge**
   Engage participants by finding out what they already know to tailor the session content better.

3. **Outline the session content**
   Provide a broad overview of what the session will cover.

4. **Generate interest**
   Capture learners' attention by emphasizing the value of the session.

Input component: Mini-lectures

Mini-lectures:

- Brief, focused presentations offering essential information
- Efficiently deliver basic information to participants
- Distributed across sessions for varied thematic insights

An effective mini-lecture is based on the following.

- **Clarity:** Keep it simple
- **Visual aids:** Use relevant materials (slides and handouts)
- **Interaction:** Encourage questions and discussions

© WHO

World Health Organization

ICOPE
INTEGRATED CARE FOR OLDER PEOPLE

Input component: PowerPoint presentations

PowerPoint (PPT) presentations can hinder effective communication and learning if not utilized thoughtfully.

PPT presentation utilization:

- Slides support the information.
- Grab attention during the training session.
- Aid the trainer's memory.

Preparation tips for trainers:

- Understand the subject matter and know the slide sequence.
- Rehearse to stay within the allotted time.
- Prepare a brief, focused PPT with relevant examples and good visual aids.
- Distribute handouts beforehand when needed.

Input component: Delivering the presentation

Preparation and communication

- Introduce yourself, the topic, and the session overview.
- Ensure slides are visible and speak clearly, facing participants.
- Use a pointer when necessary.
- Highlight important points without reading the slides verbatim.

Engagement and interaction

- Clarify when participants may ask questions.
- Encourage interaction and check understanding.
- Keep discussions focused on the topic.

Input component: Delivering the presentation

Content organization

- Follow a logical flow of ideas.
- Cover all essential slide notes.
- Add only necessary updates or contextual information.

Conclusion and Q&A

- Summarize key points.
- Adhere strictly to time limits.
- Allow time for questions and provide complete answers.
- Thank participants at the end of the session.

World Health Organization

ICOPE
INTEGRATED CARE FOR OLDER PEOPLE

Participatory component

© WHO / Antoine Tardy

A training programme that incorporates a balanced mix of methods maximizes participant interaction and benefits.

- As you write participants' contributions on a flip chart, filter and organize their points for clarity.
- Small group work allows every participant the opportunity to contribute to the discussion.
- Each facilitator should be equipped to troubleshoot problems, refocus the discussion, and respond to questions effectively.

World Health Organization

ICOPE
INTEGRATED CARE FOR OLDER PEOPLE

Participatory component: Brainstorming session

- Generate ideas quickly on ICOPE implementation challenges and solutions.
- Start with open brainstorming; capture ideas on flip charts or cards.
- Group ideas to identify key themes.
- Discuss and analyse themes for practical application.
- Define session goals and next steps before starting.
- Pose clear, focused questions.
- Allocate 15–20 minutes; ensure equal participation from all disciplines.

© WHO / Sahawate Suedee, Picturian Production House

Participatory component: Role playing

Role-playing fosters essential skills for effective care delivery.

Benefits of role-playing:

- Enhancing understanding of the older person's perspectives
- Strengthening empathy and communication
- Building confidence
- Improving communication skills
- Enhancing critical thinking
- Understanding diverse backgrounds

Implementation of role-playing:

- Portraying both good and bad practices through role-playing
- Conducting skills practice in small groups, allowing each participant to take turns practising health-worker skills
- Using real-life situations provided by participants

© WHO / Josua Mulala Raymond

Participatory component: Role playing

Interactive scenario exploration:

- Prompt participants to consider challenges in interacting with older persons
- Focus on real interactions, not abstract issues

Role-play feedback guidelines:

- Focus comments on the role-play, not on general issues.
- Start by asking role-players about their feelings.
- Ask the group for reactions once the activity is complete.
- Encourage balanced feedback — both positive and constructive.
- Facilitator should show tact, empathy and keen observation as a facilitator.
- Allow role-players the "last word" after group comments.

Participatory component: Conducting a case study

An effective case study enables learners to:

- analyse situations and gain insights; and
- better understand attitudes and ‘real-world’ scenarios.

Preparation for case study:

- Familiarize yourself with the case study and the issue.
- Prepare slides or distribute printouts to trainees.
- Include questions for discussion.
- Identify discussion groups and appoint group rapporteurs.
- Allow 20-30 minutes for group work.
- Ask the rapporteur to present the group's view and proposed course of action.
- Encourage questions and feedback from all participants.

© WHO / Hamid Inam

World Health Organization

ICOPE
INTEGRATED CARE FOR OLDER PEOPLE

Conclusion component

1. Summarize the key points that emerged during the group work and plenary discussion.
2. Revisit the module's objectives and ask participants if they believe these objectives have been met.
3. Receive feedback to enhance the content, organization and delivery of the training.
4. Evaluation of both participants and the programme after training.

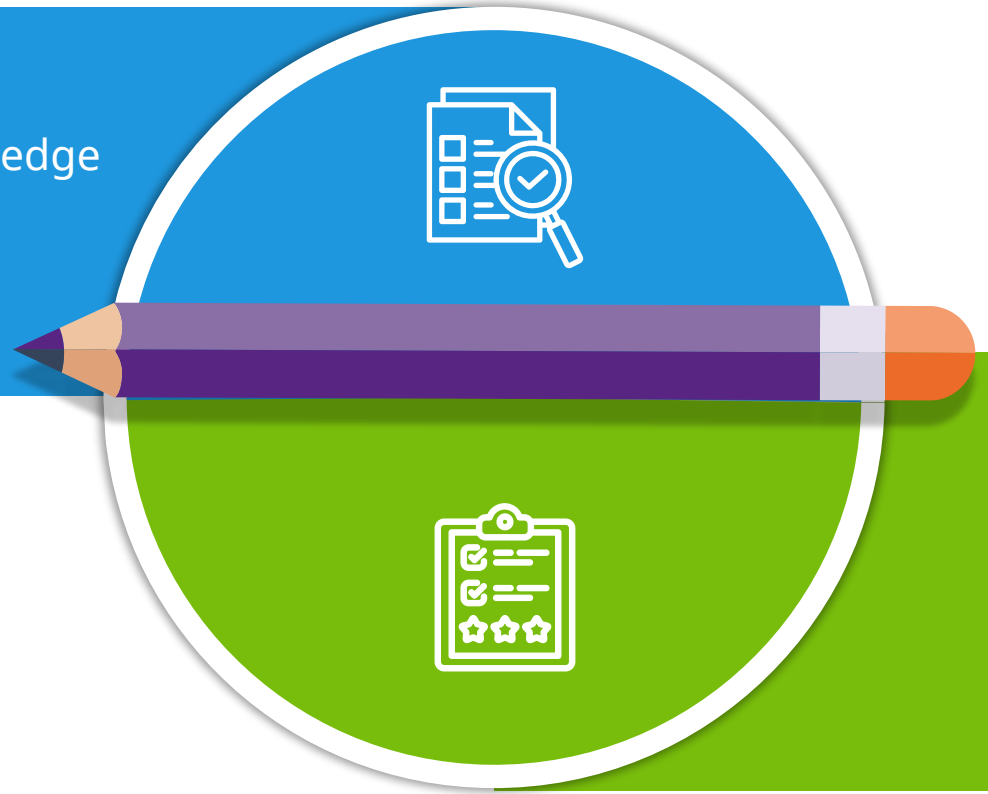
Assessment of trainees

- Assess whether participants have achieved the desired levels of knowledge and skills after training
- Analyse gaps in both the training and learning processes

Two phases

Pre-training assessment:

- Measures the background knowledge on the topics of the training
- Identifies specific training needs and areas for improvement



Post-training assessment:

- Evaluates effectiveness in enhancing knowledge and skills
- Determines competence in providing integrated care for older people

Guidelines for conducting knowledge assessment

- Inform trainees about the purpose of the assessment.
- Brief trainees on knowledge assessment components.
- Distribute a 20-question assessment.
- Explain response marking.
- Assign one mark for each correct response; do not apply negative marking.
- Allow 15-20 minutes for answering questions.
- Collect completed questionnaires after the specified time.
- Evaluate responses immediately or at the earliest time.
- Inform trainees about correct answers.
- Identify knowledge gaps.
- Thank trainees after the knowledge assessment.

Photo by Giu Vicente in Unsplash

Knowledge assessment matrix

Purpose of the matrix:
To map participants' knowledge levels across key ICOPE topics before and after training, helping identify gaps and measure learning progress.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				

Mark 'X' in the row of each participant for questions that have a correct response.

Evaluation of the programme

1. Plan evaluation (e.g., post-training [anonymous] questionnaire, discussion group).
2. Stay connected with participant experiences daily for immediate adjustments.
3. Measure individual changes in behaviour, attitudes and knowledge using an evaluation design.
4. Use course evaluation and *ad hoc* questionnaires to understand the impressions at the end of the training and assess needs for upcoming courses.
5. Maintain the opportunity for further interactions, clarifications and feedback in the future.

Evaluation of the programme

The evaluation can be conducted at the end of the training by:

1. administering a **survey** (e.g., an online or hard-copy questionnaire); and/or
2. organizing a **discussion group** with a few participants.

Focus on a small number of questions. For example:

- *Which sessions worked best?*
- *Which sessions did not work well?*
- *What could we have done differently?*
- *What did you get out of the module?*
- *How do you feel about this module?*

The point is for you to hear the participants' opinions.

If conducting a discussion group:

- *Try not to talk much yourself.*
- *Listen to criticism without becoming defensive.*
- *No need to respond directly to any criticism.*

Summary

- Thoroughly prepare and organize all training aspects.
- Conduct a comprehensive assessment of training needs.
- Define SMART goals and create detailed documents.
- Adapt training environments for participatory learning.
- Incorporate diverse styles (e.g., lecture-based and interactive sessions) and roles.

Summary

- Clarify purpose, check knowledge, outline content and generate interest.
- Deliver essential information through brief, clear and interactive mini-lectures.
- Include interactive sessions.
- Summarize key points at the end of each module.
- Measure the effectiveness of the training by assessing trainees and receiving their feedback.

World Health Organization

ICOPE
INTEGRATED CARE FOR OLDER PEOPLE

References

1. Integrated care for older people: a manual for primary care physicians (facilitator's guide). New Delhi: WHO Regional Office for South-East Asia; 2021 (https://iris.who.int/handle/10665/344761). Licence: CC BY-NC-SA 3.0 IGO.
2. Integrated care for older people (ICOPE): a manual for nurses (facilitator's guide). New Delhi: WHO, Regional Office for South-East Asia; 2021 (https://iris.who.int/handle/10665/344760). Licence: CC BY-NC-SA 3.0 IGO.
3. Integrated care for older people (ICOPE): a manual for nurses (trainee's handbook). New Delhi: WHO, Regional Office for South-East Asia; 2020 (https://iris.who.int/handle/10665/333290). Licence: CC BY-NC-SA 3.0 IGO.
4. Integrated care for older people: a manual for primary care physicians (trainee's handbook). New Delhi: WHO, Regional Office for South-East Asia; 2020 (https://iris.who.int/handle/10665/333291). Licence: CC BY-NC-SA 3.0 IGO.
5. Training package for frontline health workers in South-East Asia Region (facilitator's guide). New Delhi: WHO, Regional Office for South-East Asia; 2021 (https://iris.who.int/handle/10665/344754). Licence: CC BY-NC-SA 3.0 IGO.
6. HealthWISE – Trainers' guide: work improvement in health services. Geneva: International Labour Office; 2014 (https://www.ilo.org/global/topics/safety-and-health-at-work/resources-library/training/WCMS_237278/lang--en/index.htm).
7. Mormina M, Pinder S. A conceptual framework for training of trainers (ToT) interventions in global health. Glob Health. 2018;14:100 (https://doi.org/10.1186/s12992-018-0420-3).
8. Pearce J, et al. The most effective way of delivering a train-the-trainers programme: a systematic review. J Contin Educ Health Prof. 2012;32:215–26 (https://doi.org/10.1002/chp.21148).